



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12111542
SAU: MSAD 17
School: Oxford Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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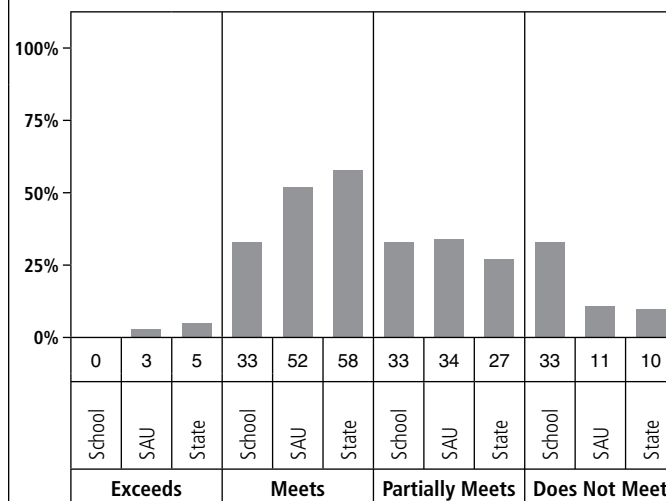
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

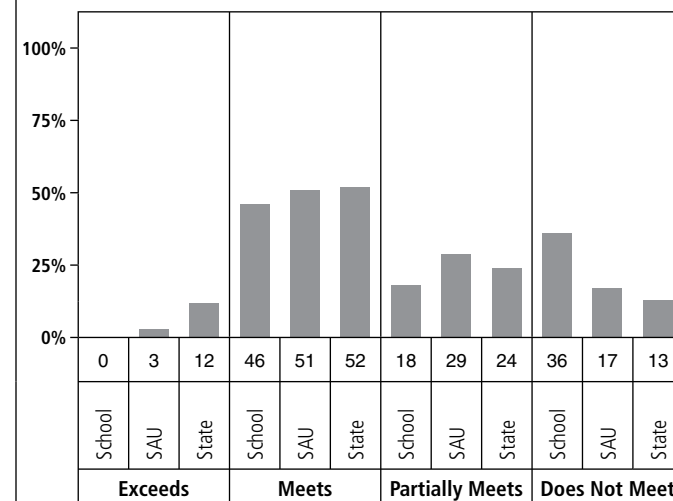
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	540	541	544
2006–2007	540	542	544
2007–2008	535	543	545
Cum. Avg. *	539	542	544
Mathematics			
2005–2006	540	542	543
2006–2007	542	543	546
2007–2008	538	542	546
Cum. Avg. *	540	542	545
ELA – Writing			
2005–2006			
2006–2007	537	539	541
2007–2008	531	536	538
Cum. Avg. *			

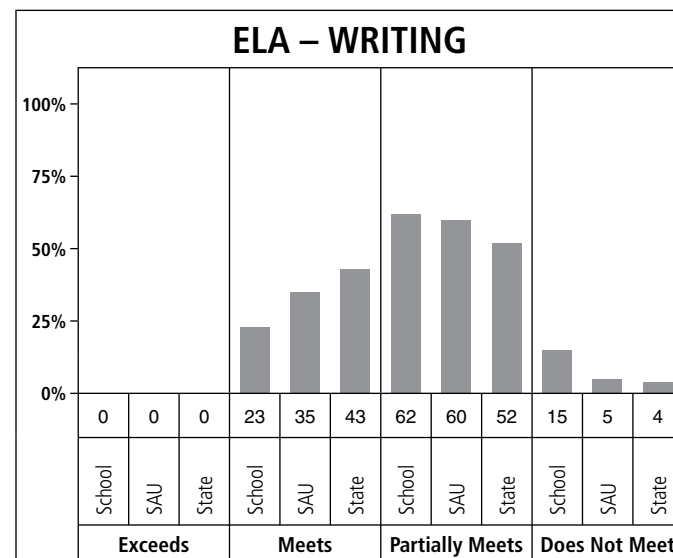
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 17
 School: Oxford Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																								
							ELA-Reading						Mathematics												ELA-Writing						
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Total number of students	39	100	238	100	14240	100	39	100	238	100	14157	100	39	100	238	100	14156	100							39	100	234	98	14107	99	
Ethnicity	African American/Black						0	0	3	100	396	98	0	0	3	100	398	99							0	0	2	67	388	96	
	American Indian or Native Alaskan						1	3	2	100	118	100	1	3	2	100	118	100							1	100	2	100	118	100	
	Asian or Pacific Islander						0	0	2	100	199	99	0	0	2	100	199	99							0	0	2	100	197	98	
	Hispanic						0	0	2	100	170	97	0	0	2	100	174	99							0	0	2	100	171	97	
	Caucasian/White						38	97	229	96	13339	94	38	100	229	100	13267	100							38	100	226	99	13233	99	
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	10	26	34	14	2555	18	10	100	34	100	2528	99	10	100	34	100	2526	99							10	100	33	97	2507	99	
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96	
Economically disadvantaged	24	62	126	53	5574	39	24	100	126	100	5528	99	24	100	126	100	5531	99							24	100	124	98	5504	99	
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100	

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	30	77	184	77	11042	78	30	77	184	77	11006	77							31	79	189	79	11127	78
Identified disability (PET/IEP)	1	3	3	2	396	4	1	3	4	2	404	4							2	6	6	3	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	2	1	134	1	0	0	2	1	133	1							0	0	2	1	136	1
Participation with accommodations	9	23	52	22	2974	21	9	23	52	22	3014	21							8	21	43	18	2845	20
Identified disability (PET/IEP)	9	100	29	56	1996	67	9	100	28	54	1986	66							8	100	25	58	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	23	44	766	26	0	0	24	46	801	27							0	0	18	42	710	25
Participation through alternate assessment (PAAP)	0	0	2	1	136	1	0	0	2	1	136	1							0	0	2	1	135	1
Identified disability (PET/IEP)	0	0	2	100	136	100	0	0	2	100	136	100							0	0	2	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	4	2	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	3	1	721	5
	2006-2007	2	4	9	3	702	5
	2007-2008	0	0	7	3	659	5
	Cum. Total*	2	1	19	3	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	24	44	118	49	7571	53
	2006-2007	20	38	143	51	7730	55
	2007-2008	13	33	122	52	8195	58
	Cum. Total*	57	39	383	51	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	24	44	91	38	4343	30
	2006-2007	21	40	96	35	4182	30
	2007-2008	13	33	80	34	3800	27
	Cum. Total*	58	40	267	35	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	7	13	30	12	1628	11
	2006-2007	9	17	30	11	1419	10
	2007-2008	13	33	27	11	1362	10
	Cum. Total*	29	20	87	12	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	22.2	46.3	27.7	57.7	29.2	60.8
Literary Text	24	50	11.5	47.9	14.4	60.0	15.0	62.5
Informational Text	24	50	10.7	44.6	13.3	55.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 17
 School: Oxford Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	0	0	13	33	13	33	13	33	535	236	3	52	34	11	543	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										3						388	1	39	34	26	538
American Indian or Native Alaskan	1										2						116	0	44	45	11	541
Asian or Pacific Islander	0										2						197	5	64	23	8	546
Hispanic	0										2						167	2	47	37	14	542
Caucasian/White	38	0	0	13	34	12	32	13	34	535	227	3	52	33	12	543	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	0	0	3	30	7	70	527	32	0	22	38	41	535	2392	0	26	42	31	536
No	29	0	0	13	45	10	34	6	21	538	204	3	56	33	7	544	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	39	0	0	13	33	13	33	13	33	535	236	3	52	34	11	543	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	24	0	0	5	21	9	38	10	42	533	124	1	43	43	14	540	5454	2	48	35	15	541
No	15	0	0	8	53	4	27	3	20	539	112	5	62	24	9	545	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	39	0	0	13	33	13	33	13	33	535	236	3	52	34	11	543	14011	5	58	27	10	545
Gender																						
Female	24	0	0	7	29	8	33	9	38	534	126	5	49	34	12	543	6766	7	62	24	8	546
Male	15	0	0	6	40	5	33	4	27	536	110	1	55	34	11	542	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1751	1	35	44	21	538
No	39	0	0	13	33	13	33	13	33	535	236	3	52	34	11	543	12265	5	62	25	8	546
Gifted/talented program																						
Yes	2										12	17	83	0	0	558	464	27	71	2	1	557
No	37	0	0	11	30	13	35	13	35	534	224	2	50	36	12	542	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	1	50	1	50	532	5	0	27	55	18	538	5	2	42	34	22	540
B. less than one hour	85	0	0	12	36	11	33	10	30	535	74	2	56	32	9	543	66	5	60	27	9	545
C. one to two hours	10	0	0	1	25	1	25	2	50	537	19	2	47	36	16	542	26	5	61	26	8	546
D. more than two hours	0										2	25	25	25	25	548	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	0	0	4	33	5	42	3	25	536	35	6	59	29	6	545	31	7	63	23	7	547
B. They match some of what I have learned.	46	0	0	9	50	6	33	3	17	541	46	0	58	31	10	543	55	4	61	27	8	545
C. They match just a little of what I have learned.	18	0	0	0	0	1	14	6	86	523	12	4	22	48	26	538	11	2	42	37	19	540
D. There is no match.	5	0	0	0	0	1	50	1	50	517	7	0	29	53	18	536	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	26	0	0	7	70	1	10	2	20	543	31	7	66	20	7	547	30	10	68	16	6	549
B. good	33	0	0	5	38	6	46	2	15	540	46	1	52	38	8	543	53	3	59	29	9	544
C. fair	36	0	0	1	7	6	43	7	50	527	21	0	35	44	21	537	15	1	41	40	18	539
D. poor	5	0	0	0	0	0	0	2	100	527	2	0	0	60	40	534	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	23	0	0	2	22	3	33	4	44	530	15	3	38	38	21	539	17	3	45	32	19	541
B. about the same as my regular schoolwork	64	0	0	8	32	9	36	8	32	536	62	3	53	33	10	544	67	5	62	26	7	546
C. easier than my regular schoolwork	13	0	0	3	60	1	20	1	20	540	23	0	58	34	8	543	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	26	0	0	1	10	3	30	6	60	526	13	0	16	48	35	533	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	42	0	0	3	19	10	63	3	19	538	52	2	58	34	6	544	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	32	0	0	9	75	0	0	3	25	540	34	5	58	28	9	545	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	3	60	1	20	1	20	541	18	10	64	19	7	548	18	8	64	20	8	547
B. 20 minutes to an hour	72	0	0	7	25	11	39	10	36	533	62	1	49	39	11	541	56	5	62	25	7	546
C. less than 20 minutes	10	0	0	3	75	0	0	1	25	544	9	0	48	33	19	542	12	2	50	32	15	542
D. I rarely read at home.	5	0	0	0	0	1	50	1	50	534	11	0	56	32	12	542	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	22	0	0	4	50	2	25	2	25	542	23	4	45	39	12	543	26	3	51	32	14	542
B. six to ten pages	19	0	0	3	43	3	43	1	14	535	21	0	68	26	6	544	28	3	59	28	9	544
C. eleven or more pages	58	0	0	6	29	6	29	9	43	533	56	3	51	34	12	543	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	540	85	0	45	48	8	542						
C.	50	0	0	0	0	0	0	1	100	526	9	25	25	25	25	544						
D.	0										6	0	33	67	0	541						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	1	2	12	5	1415	10
	2006-2007	3	6	23	8	1711	12
	2007-2008	0	0	7	3	1617	12
	Cum. Total*	4	3	42	6	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	25	45	110	45	6503	45
	2006-2007	25	48	122	44	6778	48
	2007-2008	18	46	120	51	7284	52
	Cum. Total*	68	47	352	47	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	17	31	79	33	3945	28
	2006-2007	14	27	93	33	3884	28
	2007-2008	7	18	68	29	3341	24
	Cum. Total*	38	26	240	32	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	12	22	41	17	2434	17
	2006-2007	10	19	40	14	1683	12
	2007-2008	14	36	41	17	1778	13
	Cum. Total*	36	25	122	16	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	6.9	46.0	7.5	50.0	9.0	60.0
Cluster 2: Shape and Size	14	29	6.1	43.6	7.1	50.7	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.8	36.0	2.0	40.0	2.2	44.0
Cluster 4: Patterns	14	29	7.1	50.7	7.6	54.3	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	0	0	18	46	7	18	14	36	538	236	3	51	29	17	542	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										3						392	5	33	32	31	537
American Indian or Native Alaskan	1										2						116	5	42	31	22	540
Asian or Pacific Islander	0										2						198	16	59	15	11	549
Hispanic	0										2						173	5	45	30	20	541
Caucasian/White	38	0	0	18	47	7	18	13	34	538	227	3	52	28	17	542	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	1	10	7	70	525	32	0	31	16	53	529	2390	2	29	34	35	534
No	29	0	0	16	55	6	21	7	24	542	204	3	54	31	12	544	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	39	0	0	18	46	7	18	14	36	538	236	3	51	29	17	542	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	24	0	0	7	29	6	25	11	46	533	124	2	36	36	25	538	5461	5	46	30	19	541
No	15	0	0	11	73	1	7	3	20	545	112	4	67	21	9	546	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	39	0	0	18	46	7	18	14	36	538	236	3	51	29	17	542	14015	12	52	24	13	546
Gender																						
Female	24	0	0	8	33	5	21	11	46	533	126	3	44	30	22	540	6767	11	51	24	13	546
Male	15	0	0	10	67	2	13	3	20	544	110	3	58	27	12	543	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1755	1	37	39	23	538
No	39	0	0	18	46	7	18	14	36	538	236	3	51	29	17	542	12265	13	54	22	11	547
Gifted/talented program																						
Yes	2										12	42	58	0	0	561	464	58	40	2	0	564
No	37	0	0	16	43	7	19	14	38	537	224	1	50	30	18	541	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	0	0	2	100	518	5	0	27	18	55	532	5	6	39	29	25	539
B. less than one hour	85	0	0	15	45	6	18	12	36	538	74	2	55	27	16	543	66	12	52	24	12	546
C. one to two hours	10	0	0	3	75	1	25	0	0	545	19	7	42	38	13	541	26	12	55	23	11	547
D. more than two hours	0										2	0	50	50	0	546	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	0	0	6	55	2	18	3	27	542	34	1	57	30	11	543	38	16	56	19	8	549
B. They match some of what I have learned.	54	0	0	9	43	5	24	7	33	538	52	5	50	29	17	543	48	9	53	26	12	545
C. They match just a little of what I have learned.	10	0	0	2	50	0	0	2	50	533	12	0	43	29	29	537	10	6	37	32	24	539
D. There is no match.	8	0	0	1	33	0	0	2	67	528	2	0	25	0	75	521	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	0	0	7	78	0	0	2	22	544	25	9	64	14	14	546	31	24	54	14	8	552
B. good	38	0	0	7	47	4	27	4	27	538	46	2	55	31	13	543	47	8	55	25	12	545
C. fair	33	0	0	4	31	3	23	6	46	536	25	0	36	38	26	537	19	2	43	35	20	539
D. poor	5	0	0	0	0	0	0	2	100	512	4	0	22	44	33	532	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	32	0	0	5	42	1	8	6	50	531	24	2	39	36	23	538	18	5	42	30	22	540
B. about the same as my regular schoolwork	58	0	0	11	50	6	27	5	23	542	61	4	56	26	14	544	66	11	55	23	11	547
C. easier than my regular schoolwork	11	0	0	2	50	0	0	2	50	536	14	0	52	27	21	541	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	0	0	5	50	2	20	3	30	538	23	2	53	25	21	540	21	10	48	26	16	544
B. two or three days a week	44	0	0	7	41	2	12	8	47	536	37	2	55	29	14	543	36	13	54	23	10	547
C. two or three times each month	8	0	0	2	67	1	33	0	0	548	24	7	53	26	14	544	27	12	54	23	11	547
D. never or almost never	23	0	0	4	44	2	22	3	33	537	16	0	38	38	24	538	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	0	0	0	0	2	100	512	12	0	41	33	26	537	7	12	44	25	19	543
B. two or three days a week	28	0	0	5	45	0	0	6	55	537	35	5	56	23	16	544	30	13	53	23	11	547
C. two or three times each month	36	0	0	8	57	4	29	2	14	543	32	3	53	32	12	543	34	12	54	23	10	547
D. never or almost never	31	0	0	5	42	3	25	4	33	536	21	2	46	30	22	540	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	0	0	1	25	0	0	3	75	527	7	6	41	18	35	535	7	7	40	25	28	539
B. 30–45 minutes	31	0	0	5	42	3	25	4	33	536	20	0	40	38	21	539	31	7	49	29	15	543
C. 45–60 minutes	49	0	0	8	42	4	21	7	37	538	52	3	54	25	18	542	40	12	55	23	10	547
D. more than 60 minutes	10	0	0	4	100	0	0	0	0	552	21	4	58	31	6	546	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	538	85	3	50	33	15	540						
C.	50	0	0	0	0	0	0	1	100	512	9	0	50	25	25	538						
D.	0										6	0	0	67	33	536						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	3 1	1 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	23 9	46 23	136 81	49 35	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	22 24	44 62	121 139	44 60	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	5 6	10 15	15 11	5 5	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	8.7	43.5	10.2	51.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	4.6	38.3	5.3	44.2	5.6	46.7
Standard English Conventions (Standard F)	8	40	4.1	51.3	4.8	60.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 17
School: Oxford Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	0	0	9	23	24	62	6	15	531	232	0	35	60	5	536	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										2						382	0	31	57	11	534
American Indian or Native Alaskan	1										2						116	0	28	66	6	534
Asian or Pacific Islander	0										2						196	2	55	42	2	541
Hispanic	0										2						170	0	29	62	9	535
Caucasian/White	38	0	0	9	24	23	61	6	16	531	224	0	34	61	5	536	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	0	0	7	70	3	30	523	31	0	3	81	16	528	2372	0	12	72	16	529
No	29	0	0	9	31	17	59	3	10	534	201	0	40	57	3	537	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	39	0	0	9	23	24	62	6	15	531	232	0	35	60	5	536	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	24	0	0	5	21	13	54	6	25	531	122	0	26	66	8	534	5435	0	32	61	7	535
No	15	0	0	4	27	11	73	0	0	532	110	1	45	54	1	538	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	39	0	0	9	23	24	62	6	15	531	232	0	35	60	5	536	13967	0	43	52	4	538
Gender																						
Female	24	0	0	8	33	12	50	4	17	533	125	1	46	48	6	538	6750	1	55	43	2	540
Male	15	0	0	1	7	12	80	2	13	528	107	0	22	74	4	534	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1745	0	26	69	5	534
No	39	0	0	9	23	24	62	6	15	531	232	0	35	60	5	536	12227	0	46	50	4	538
Gifted/talented program																						
Yes	2										12	8	58	33	0	543	464	2	74	23	0	545
No	37	0	0	8	22	23	62	6	16	530	220	0	34	61	5	536	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 17
 School: Oxford Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	1	50	1	50	524	4	0	10	70	20	528	5	0	29	57	14	533
B. less than one hour	85	0	0	8	24	20	61	5	15	531	75	1	36	59	5	536	66	0	44	52	3	538
C. one to two hours	10	0	0	1	25	3	75	0	0	539	19	0	34	64	2	537	26	0	45	52	3	538
D. more than two hours	0										1	0	67	33	0	543	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	18	0	0	4	57	3	43	0	0	540	29	0	51	45	4	538	25	1	54	42	3	540
B. good	42	0	0	2	13	13	81	1	6	530	48	1	34	65	1	537	50	0	46	51	3	538
C. fair	34	0	0	3	23	7	54	3	23	530	18	0	19	71	10	533	22	0	29	65	6	535
D. poor	5	0	0	0	0	1	50	1	50	526	4	0	10	70	20	529	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	8	0	0	0	0	1	33	2	67	523	9	5	25	55	15	535	14	0	33	56	10	535
B. about that same as my regular schoolwork	55	0	0	6	29	14	67	1	5	534	62	0	42	57	1	537	65	0	45	52	3	538
C. easier than my regular schoolwork	37	0	0	3	21	8	57	3	21	529	29	0	24	67	9	533	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	536	85	0	40	60	0	537						
C.	50	0	0	0	0	1	100	0	0	536	9	0	75	25	0	542						
D.	0										6	0	33	67	0	535						